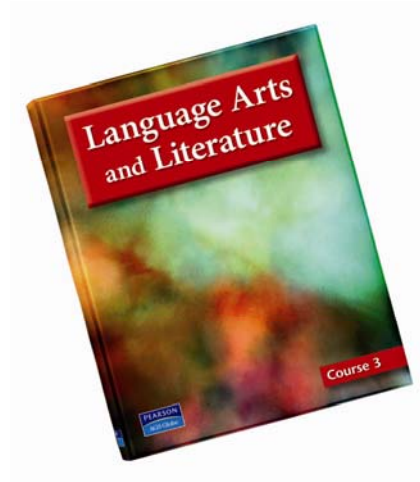


Pearson Language Arts And Literature, Course 3 ©2008

Correlated to

Textbook Alignment to the Utah Core Grade 8 Language Arts



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Shoreview, MN 55126

Textbook Alignment to the Utah Core – 8th Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No **X***

Name of Company and Individual Conducting Alignment: Judy Cannon

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ **On record with the USOE.**

X **The “Credential Sheet” is attached to this alignment.**

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Grade 8 Language Arts

Title: Language Arts and Literature, Course 3

ISBN#: 978-0-7854-6374-0

Publisher: Pearson Education Inc., publishing as AGS Globe

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 88%

STANDARD I: (Reading Comprehension): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

**Percentage of coverage in the *student and teacher edition* for
Standard I:** 100 %

**Percentage of coverage not in student or teacher edition,
but covered in the *ancillary material* for Standard I:**
Not applicable

OBJECTIVES & INDICATORS

**Coverage in *Student
Edition(SE)* and**

**Coverage in *Ancillary
Material***

***Not covered
in TE, SE or***

		<i>Teacher Edition (TE) (pg #’s, etc.)</i>	<i>(titles, pg #’s, etc.)</i>	<i>ancillaries ✓</i>
Objective 1.1: (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
a.	Identify common prefixes and suffixes to determine meanings of words (see chart, Appendix A).	Examples: SE/TE pp. 20, 22, 61, 91, 132, 241, 275, 370 TE pp. 51, 72, 73, 108		
b.	Extend the meanings of words through understanding of connotation.	Examples: SE/TE pp. 234, 251, 277, 506 TE pp. 11, 243, 280, 337, 434, 492	Examples: BLAS 10, 24, 28 VOC 19	
c.	Determine word meaning through definition or explanation context clues.	Examples: SE/TE pp. 43, 46, 106, 219, 239, 257, 314, 320, 323 TE pp. 326, 353, 384, 434	See Vocabulary Worksheet activities throughout. See also the following examples: BLAS 23	
d.	Distinguish between commonly confused words (i.e., <i>capital /capitol; cell/sale/sell; choose/chose; emigrate/immigrate; farther/further; knew/new; loose/lose; passed/past; quiet/quit/quite; their/they’re/there; weak/week</i>).	Examples: SE/TE pp. 6, 43, 300, 590 TE p. 164	Examples: WB 30 ACT 30	
Objective 1.2: (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, biographies/autobiographies, persuasive essays, letters, graphs, charts).				
a.	Use external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, sidebars, annotations, italics, bolded words, graphs, charts and tables of contents).	Examples: SE/TE pp. 29-32, 133-135, 202-205, 252-255, 320-322, 360-362, 480-482	Examples: WB 4, 14, 18, 24, 38 ACT 14, 18, 33, 38	

b.	Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., question/answer, comparison/contrast).	Examples: SE/TE pp. 230, 232, 257, 259, 260, 262, 264, 266, 268, 272 TE pp. 236	Examples: ACT 21 BLAS 18	
c.	Infer meaning from explicit information in text.	Examples: SE/TE pp. 234, 237, 238, 250, 264, 274, 290 TE p. 246, 278	Examples: WB 23 BLAS 19	
d.	Distinguish fact from opinion.	Examples: SE/TE pp. 266, 268, 269, 271, 272, 275, 292, 302-303 TE p. 270	Examples: BLAS 19 WB 26	
Objective 1.3: (Comprehension of Literary Text): Comprehend literature by differentiating the uses of literary elements in narrative texts.				
a.	Determine which incidents are important to moving the plot forward and to making predictions (e.g., flashback, foreshadowing)	Examples: SE/TE pp. 6, 34, 36, 39, 42, 47, 58, 103, 180 TE pp. 71, 159, 424, 476, 488	Examples: BLAS 4, 5, 8	
b.	Describe a character's traits based on what other characters think, say, and do.	Examples: SE/TE pp. 6, 12, 13, 26, 102, 108, 109, 122, 123, 125, 131, 142, 167, 171	Examples: BLAS 10 WB 45	
c.	Identify themes in literary works.	Examples: SE/TE pp. 2, 22, 102, 194, 506, 510, 513, 538, 565, 566, 570 TE p. 198	Examples: WB 11, 50 ACT 11, 50\ BLAS 42	

d.	Define and describe settings in literature (e.g., place, time, and customs).	Examples: SE/TE pp. 2, 6, 43, 70, 72, 83-85, 106, 107, 112, 115, 119, 140, 222	Examples: BLAS 2	
e.	Compare types of figurative language (i.e., simile, metaphor, and symbolism).	Examples: SE/TE pp. 207-209, 210, 218, 310, 325, 328-330, 353, 356, 358, 367, 371, 540, 550 TE pp. 327, 494, 534	Examples: BLAS 14, 24 WB 31 ACT 31	
f.	Distinguish between free verse and rhyme.	Examples: SE/TE pp. 310, 311, 314, 317-318, 349, 353 TE pp. 335, 343, 355	Examples: WB 31 ACT 31 BLAS 23, 27	

STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

Percentage of coverage in the *student and teacher edition* for Standard II: 100%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard II:
Not applicable

OBJECTIVES & INDICATORS

Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #’s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #’s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
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Objective 2.1: (Writing to Learn): Evaluate information, interpret ideas, and demonstrate thinking through writing.

a.	Organize events and ideas in order of importance.	Examples: SE/TE pp. 91, 97, 225, 275, 288, 305,	Examples: WA 5, 9, 16, 17	
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		375, 577 TE pp. 76		
b.	Focus written facts or events around a clearly stated, unifying idea.	Examples: SE/TE pp. 34, 46, 65, 97, 138, 239, 275, 305, 375, 399, 501, 577	Examples: WA 3, 15, 18, 22	
c.	Connect text to self, text to world and text to text.	Examples: SE/TE pp. 22, 65, 81, 138, 149, 201, 219, 268, 299, 347, 373, 407, 521, 551 TE p. 244	Examples: WA 4, 8, 10, 12	
Objective 2.2: (Extended Writing): Write to identify and reflect on feelings to recreate experiences. (Emphasize short biographies, narratives, or memoirs. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)				
a.	Convey a unifying theme or idea.	Examples: SE/TE pp. 34, 46, 65, 97, 138, 239, 275, 305, 375, 399, 501, 577	Examples: WA 3, 15, 18, 22	
b.	Order events effectively and experiment with flashback or foreshadowing.	Examples: SE/TE pp. 61, 91, 97, 225, 275, 288, 305, 374-375, 577 TE pp. 76	Examples: WA 5, 9, 16, 17	
c.	Use narrative details (e.g., dialogue, description, imagery, symbolism).	Examples: SE/TE pp. 43, 67, 79, 97-98, 122, 226, 265, 337, 347, 376, 551, 563	Examples: WA 1, 4, 8, 11	

Objective 2.3: (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
a.	Evaluate and revise for: Ideas: Specific and relevant details that support the idea. Organization: An introduction, body, and conclusion with a controlling idea, topic sentences, and supporting details. Voice: Appropriate tone and voice. Word Choice: Words appropriate to audience. Sentence Fluency: Varied sentence structure.	Examples: SE/TE pp. 98, 226, 306, 376, 502, 578	See Revise section of Writing Activity Assignments throughout	
b.	Edit for conventions: Correct grade-level spelling Correct use of quotation marks and commas in dialogue. Correct verb tenses. Correct use of relative pronouns. Correct agreement of pronouns and antecedents. Correct capitalization of titles of books, poems, etc., and titles of courses (e.g., History 202).	Examples: SE/TE pp. 99, 227, 307, 377, 503, 579 In addition to above writing assignments, see the following: •Spelling Workshops on SE/TE pp. 92, 220, 300, 370, 370, 572 •Grammar Check assignments in each After Reading the Selection. Examples: SE/TE pp. 132, 149, 192, 299, 559 •Appendix B: Grammar on SE pp. 584-590	See Edit and Proofread section of Writing Activity Assignments throughout	
STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.				
Percentage of coverage in the <i>student and teacher edition</i> for		Percentage of coverage not in student or teacher edition, but		

Standard III: 100%		covered in the ancillary material for Standard III: Not applicable		
OBJECTIVES & INDICATORS		Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)	Coverage in Ancillary Material (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
Objective 3.1: (Processes of Inquiry): Use the process of inquiry to focus thinking toward understanding an idea or concept.				
a.	Formulate text-supported, open-ended questions for inquiry (i.e., literal, interpretive inferential, evaluative).	Examples: SE/TE pp. 283, 286, 305, 323, 359, 399	Examples: ACT 28 WA 21, 40	
b.	Choose information that best supports the focus of inquiry.	Examples: SE/TE pp. 192, 223, 283, 305, 347, 399 SE p. 600	Examples: WA 21	
c.	Distinguish between reliable and unreliable sources of information.	Examples: SE/TE pp. 305, 360, 396, 501, 515 SE pp. 600-601		
d.	. Distinguish primary from secondary sources.	Examples: SE/TE pp. 275, 479 SE p. 600-601 TE pp. 15, 40, 143, 367		
Objective 3.2: (Written Communication of Inquiry): Write to demonstrate understanding of an idea or concept.				
a.	Select an appropriate format to demonstrate understanding.	Examples: SE/TE pp. 65, 81, 149, 268, 275, 288, 500, 502-503, 531 TE pp. 76, 468, 545, 569	See Writing Assignment activities throughout	
b.	Gather information from more than one source.	Examples: SE/TE pp. 223, 299, 331,	WA 34, 40	

		347, 363, 479, 501-502		
c.	Report information by paraphrasing, summarizing, and/or quoting from sources.	Examples: SE/TE pp. 192, 359, 502, 515	WA 34	
d.	Use informal citation to support inquiry.	Examples: SE/TE pp. 132, 223, 502-503		
Objective 3.3: (Oral Communication of Inquiry):				
a.	Determine the purpose for small group learning activities (e.g., to respond to writing, to acquire information, to present ideas, to clarify understanding).	Examples: SE/TE pp. 132, 149, 192, 201, 275, 282, 395 TE pp. 37, 70, 124, 271, 357, 556	Examples: BLAS 6, 14 WA 9, 11	
b.	Identify and assume responsibility for specific group tasks, including asking relevant questions.	Examples: SE/TE pp. 149, 192, 201, 395, 531, 559 TE pp. 70, 548	Examples: WA 11, 20 BLAS 21, 29	
c.	Respond appropriately to group members' questions and contributions.	Examples: SE/TE pp. 192, 201, 275, 395, 455, 495	Examples: BLAS 2, 4, 14 WA 15, 18	
d.	Present group reports.	Examples: SE/TE pp. 120, 149 TE pp. 37, 70	Example: WA 29	